

**Virginia State Board of Education - Standards for Biennial Approval of Education Programs**  
**Accountability Measurement of Partnerships and Collaborations based on PreK-12 School Needs (8VAC20-542-40.7.a)**  
**Part 1: Education Programs (excluding Administration and Supervision Programs)**

**Name of Institution:** Regent University

**Contact Person:** Dr. Joan Johnson Hoskins

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**Reporting Date:** August 2008

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|--------|--|--|---|---|--|
| 1.     | New Castle Elementary School/Regent University Partnership - IDS           | We partnered with New Castle Elementary to place students enrolled in UIS 220 (Classroom Observation) a place to observe an elementary teacher in the classroom. A Regent adjunct professor who also works at this school coordinated twenty hours of observation for each student. The adjunct met with the Regent students for five classroom hours as well.   | This partnership met the needs of the PreK-12 community in two ways. First, Regent students will be able to help the classroom teacher work with small groups and assist with clerical tasks. Second, the partnership is providing the school system with well-trained future teachers. | New Castle Elementary School<br>Virginia Beach, VA  | Yes  |
| 2.     | Kempsville Elementary School/Regent University Partnership - IDS           | We partnered with Kempsville Elementary to place students enrolled in UIS 220 (Classroom Observation) a place to observe an elementary teacher in the classroom. A Regent adjunct professor who also works at this school coordinated twenty hours of observation for each student. The adjunct met with the Regent students for five classroom hours as well.   | This partnership met the needs of the PreK-12 community in two ways. First, Regent students will be able to help the classroom teacher work with small groups and assist with clerical tasks. Second, the partnership is providing the school system with well-trained future teachers. | Kempsville Elementary School<br>Virginia Beach, VA  | No   |
| 3.     | New Castle Elementary Partnership, Virginia Beach Public Schools - Elem Ed | The Elementary school will: provide faculty members to serve on Regent Advisory Boards with appropriate administrative and parental permission, serve as a resource for university projects involving elementary education, advertise university course and continuing education opportunities to New Castle faculty members.<br><br>University will : provide speakers to enhance faculty staff development and or/parent education, display student art work in university facilities, serve as a field trip destination allowing students to observe professional and technical career education opportunities at the university level, offer grants and or scholarship to New Castle faculty for continuing education. | Enhance student achievement and staff development through access to the university faculty, resources, and facilities.  | New Castle Public School<br>Representatives: Paul Metzger,<br>and Jannet Duff (administrator);<br>Regent University<br>Representatives: Joan Hoskins,<br>Carla Bergdoll | Yes, signed in 2006  |

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| 4.     | University Practicum /Placement Experiences - Elem Ed   | Field experiences represent the heart of Regent University's certification programs in education at the undergraduate and graduate levels. Through carefully structured placements teacher candidates apply theoretical constructs and research-based practices in authentic settings. Performance tasks completed in clinical settings promote reflective thinking about these practices. Practicum (field experiences) are divided into two levels: Tier I (observation) and Tier II (practica). Placement Cooperating Teachers benefit from the opportunity to give back to the profession and enhance their own professional development. | a) Practicum teachers have the opportunity to reflect upon their own pedagogy in a constructive way; b) Increase communication with teacher preparation institution; c) Experience renewed enthusiasm for the profession.  | 1) Atlantic Shores Christian Elementary School, Va. Beach Va, 2) Word of Life Christian Academy, Springfield VA, 3) Alexandria Public Schools, 4) Arlington Public School, 5) Fairfax Public Schools, 6) Loudon Public Schools, 7) Prince William Public Schools, 8) Norfolk Public Schools, 9) Va. Beach Public Schools, 10) Chesapeake Public Schools, 11) Portsmouth Public School, 12) Newport News  | No   |
| 5.     | University Internship - Elem Ed                         | Teacher Candidates are supervised by an experienced, licensed, cooperating teacher for one semester (approximately 75 days, 6 hours per day). Specifically, the internship consists of 16 weeks, minimum of 500 hours divided between 2 placements (upper and lower grade level).   | a) Recruit Teacher Candidates. b) Contribute to the education of future teachers. c) Increase communication with teacher preparation institutions. d) Observe firsthand the capabilities and attitudes of prospective employees. e) Offer their staff the opportunity for personal and professional development through a positive relationship with a future professional. f) Recruit Teaching graduates. | 1) Atlantic Shores Christian Elementary School, Va. Beach Va, 2) Word of Life Christian Academy, Springfield VA, 3) Alexandria Public Schools, 4) Arlington Public School, 5) Fairfax Public Schools, 6) Loudon Public Schools, 7) Prince William Public Schools, 8) Norfolk Public Schools, 9) Va. Beach Public Schools, 10) Chesapeake Public Schools, 11) Portsmouth Public Schools, 12) Newport News | No   |

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| 6.     | Virginia Beach City Public Schools (VBCPS) - TESOL   | Regent University has an agreement with VBCPS to provide coursework leading to a Virginia ESL endorsement for currently licensed teachers employed by the district. VBCPS provides funds for 20 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the district.  | The district has a need for more ESL-endorsed teachers/administrators to more effectively serve a growing LEP population. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions. The district often hires teachers from within the cohort for ESL positions. | Virginia Beach City Public Schools and Regent University School of Education  | Yes  |
| 7.     | Newport News Public Schools (NNPS) - Sedgefield Elementary School cohort - TESOL                               | Regent University has an agreement with NNPS to provide coursework leading to a Virginia ESL endorsement for currently licensed teachers employed by the district. NNPS provides funds for 20-25 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the district. | The district has a need for more ESL-endorsed teachers/administrators to more effectively serve a growing LEP population at Sedgefield Elementary School. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions.   | Newport News Public Schools and Regent University School of Education   | Yes  |
| 8.     | Upcoming Partnership - Sept. 2008 - Newport News Public Schools (NNPS) Nelson Elementary School cohort - TESOL | Regent University has an agreement with NNPS to provide coursework leading to a Virginia ESL endorsement for currently licensed teachers employed by the district. NNPS provides funds for 20 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the district.    | The district has a need for more ESL-endorsed teachers/administrators to more effectively serve a growing LEP population at Nelson Elementary School. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions.   | Newport News Public Schools and Regent University School of Education   | Yes  |
| 9.     | Upcoming Partnership - Jan. 2009 - Chesapeake Public Schools (CPS) - TESOL                                     | Regent University has an agreement with CPS to provide coursework leading to a Virginia ESL endorsement for currently licensed teachers employed by the district. CPS provides funds for 15 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the district.      | The district has a need for ESL-endorsed teachers/administrators to more effectively serve a growing LEP population. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions.  | Chesapeake Public Schools and Regent University School of Education   | Yes  |

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| 10.    | Special Education Internships and Field Study           | The partnerships are in the form of internship and field study arrangements we have with several school divisions.   | Our field and internship students supply a potential pool of applicants for positions in the school system or strengthens the skills and knowledge of those on provisional licenses. The pre-K-12 schools need qualified special education teachers and reading specialists to meet this high demand area. | Virginia Beach Public Schools, Norfolk Public Schools, Chesapeake Public School, Newport News Public Schools, Suffolk Public Schools, Hampton Public Schools, Portsmouth Public Schools, and several other schools outside of the region. | No   |
| 11.    | Reading Specialist Internships and Field Study          | The partnerships are in the form of internship and field study arrangements we have with several school divisions.   | Our field and internship students supply a potential pool of applicants for positions in the school system or strengthens the skills and knowledge of those on provisional licenses. The pre-K-12 schools need qualified special education teachers and reading specialists to meet this high demand area. | Virginia Beach Public Schools, Norfolk Public Schools, Chesapeake Public School, Newport News Public Schools, Suffolk Public Schools, Hampton Public Schools, Portsmouth Public Schools, and several other schools outside of the region. | No   |
| 12.    | Chesapeake Public Schools, Deep Creek Middle School     | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.  | Ms. Lane Clark, supervisor; Ms. Jennifer Walters, intern  | Yes  |
| 13.    | Chesapeake Public Schools, Grassfield High School       | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.  | Ms. Karen Whayland, supervisor; Ms. Melissa Suter, intern   | Yes  |

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| 14.    | Chesapeake Public Schools, Hugo Owens Middle School             | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans. | Ms. Karen Jones, supervisor<br>Ms. Sarah Kidd, intern   | Yes  |
| 15.    | Virginia Beach City Public Schools, Lynnhaven Middle School     | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans. | Ms. Denise Forehand, supervisor;<br>Ms. Tiffany Swink, intern   | Yes  |
| 16.    | Virginia Beach City Public Schools, Larkspur Middle School      | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans. | Ms. Angela Boyd, supervisor<br>Ms. Loreal Davis, intern   | Yes  |
| 17.    | Virginia Beach City Public Schools, Landstown Elementary School | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans. | Ms. Robin Marvaso, supervisor<br>Ms. Deanna Jenkins   | Yes  |
| 18.    | Virginia Beach City Public Schools, Princess Anne Middle School | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans. | Ms. Donna McInturff, supervisor;<br>Ms. Amanda Johnson, intern  | Yes  |

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| 19.    | Virginia Beach City Public Schools, Brandon Middle School | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans. | Ms. Jeanellen MacNeal-Rudy, supervisor; Ms. Judy Wang, intern   | Yes  |
| 20.    | The Pines Residential Treatment Center                    | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans. | Ms. Sheldon Spivey, supervisor; Ms. Cheryl Johnson, intern  | Yes  |
| 21.    | Norfolk Public Schools, Ingleside Elementary School       | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans. | Ms. Tamara Glover, supervisor; Ms. Natassia Toxey, intern   | Yes  |
| 22.    | Montrose Christian School, Rockville, MD                  | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans. | Ms. Sheree Pilgram, supervisor; Mr. Emnet Tilahun, intern   | Yes  |
| 23.    | Grace Brethren Christian School, Clinton, MD              | The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting. | Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans. | Mr. Dan Kaufman, supervisor; Ms. Harriet Adamson, intern  | Yes  |

*Virginia State Board of Education - Standards for Biennial Approval of Education Programs  
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Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)*

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**Part 3: Administration and Supervision Programs**

**Name of Institution:** Regent University  
**Contact Person:** Dr. Glenn L. Koonce  
**Phone No.:** 757-226-4136 **Fax No.:** 757-226-4247 **E-mail Address:** glenkoo@regent.edu  
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| 1.     | Regent University School of Education, Educational Leadership Program Partnership with The Leadership and Learning Center | The Educational Leadership Master's Degree Program and Dr. Douglas Reeves' Leadership and Learning Center (LLC), previously the Center and Performance Assessment, formed a partnership in 2006. Qualified associates (doctorate level) from the LLC team teach with Regent Professors in certain courses in the program. This partnership is a major component of the Educational Leadership Program's third goal, to "partner the Educational Leadership Program with other institutions". | Dr. Doug Reeves is internationally recognized for his many contributions to the field in education and has developed long term relationships with school systems helping educators and school leaders to improve student achievement through practical and constructive approaches to standards, assessment, and accountability. Dr. Reeves has been on campus and has personally taught in a Regent Educational Leadership class. The LLC associates, who team teach effectively, integrate Dr. Reeves' philosophy in their teachings and assessments.   | Dr. Alan Arroyo, Dean, School of Education-Regent University; Dr. Glenn Koonce, Chair, Educational Leadership Program-Regent University; Dr. Barry Ryan, Academic Vice-President-Regent University; Anne Fenske-Leadership and Learning Center; Donna Davis-Leadership and Learning Center; Dr. Douglas Reeves-Leadership and Learning Center | Yes  |
| 2.     | Regent University Educational Leadership Program and Portsmouth City Public Schools Executive Leadership Cohort I         | During the spring of 2004, Regent offered to provide a customized master's degree program for a cohort of school leader trainees, selected by the school division and meeting the university admission requirements, to earn their Administration and Supervision Endorsement K-12. The superintendent readily accepted the Regent offer and the plan was set into motion as the Regent University and Portsmouth City Public Schools Executive Leadership Cohort, starting class fall 2004. | This new master's degree program in educational leadership was implemented as a hybrid program, meaning instructional delivery involved both face-to-face class sessions and online course experiences delivered through computer technology, and a summer residency. Although the new program included custom designed features to accommodate some unique needs of the school district, the program included all of the elements consistent with requirements for the Regent University approved educational leadership program. At the end of the intensive, full time study, the cohort completed the program with the credentials to serve in school leadership positions. | Dr. Alan Arroyo, Dean, School of Education-Regent University; Dr. Helen Stiff-Williams, Chair, Educational Leadership Program-Regent University; Dr. David Stuckwisch, Superintendent-Portsmouth City Public Schools; Dr. Patricia Fischer, Assistant Superintendent-Portsmouth City Public Schools   | Yes  |

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| 3.     | Regent University Educational Leadership Program and Educational Specialist Program and Portsmouth City Public Schools Executive Leadership Cohort II      | Through the partnership with Portsmouth City Public Schools, the School of Education at Regent had fulfilled an urgent need for an area school district. The success of this endeavor has lead to the request by the Portsmouth Public School District for Regent University to undertake the preparation of a second cohort of educators for the Master's Degree in Administration and Supervision, and Educational Specialist in Special Education Administration. A second cohort was planned with classes beginning in fall 2007.   | This master's/ed. specialist degree program in educational leadership was implemented as a hybrid program, meaning instructional delivery involved both face-to-face class sessions and online course experiences delivered through computer technology, and a summer residency. The new program included custom designed features to accommodate the vision and mission of the school district and included all of the elements consistent with requirements for the Regent University approved educational leadership program.  | Dr. Alan Arroyo, Dean, School of Education-Regent University; Dr. Glenn Koonce, Chair, Educational Leadership Program-Regent University; Dr. David Stuckwisch, Superintendent-Portsmouth City Public Schools; Dr. Patricia Fischer, Assistant Superintendent-Portsmouth City Public Schools  | Yes  |
| 4.     | Regent University Educational Leadership Program and Educational Specialist Program and Prince William County Public Schools Executive Leadership Cohort I | Regent University has a site in the Northern Virginia area, and through connections made with Prince William County Public Schools (PWCPs) a team of School of Education faculty, the Dean, and Assistant Dean traveled to the PWCPs Central Office during spring 2007 to present its licensure programs to interested licensed personnel in the school system. Interest in the educational leadership and educational specialist programs led to plans for a Regent University and Prince William County Public Schools Executive Leadership Cohort that began classes in fall 2007. | This master's/ed. specialist' degree program in educational leadership was implemented as a hybrid program, meaning instructional delivery involved both face-to-face class sessions and online course experiences delivered through computer technology, and a summer residency. The new program included custom designed features to accommodate the vision and mission of the school district and included all of the elements consistent with requirements for the Regent University approved educational leadership program. | Dr. Alan Arroyo, Dean, School of Education-Regent University; Dr. Glenn Koonce, Chair, Educational Leadership Program; Keith Johnson, Associate Superintendent-Prince William County Public Schools; Ann White, Director, Human Resources-Prince William County Public Schools; Darlene Faltz, Recruiter Supervisor-Prince William County public Schools | Yes  |
| 5.     | Regent University Education Doctorate Program and Virginia Beach Public Schools Cohort I   | Licensure Track Administration and Supervision K-12.  | This Doctorate Degree Program in Administration and Supervision K-12 was implemented as a hybrid program, meaning instructional delivery involved both face-to-face class sessions and online course experiences delivered through computer technology, and a summer residency.   | Dr. Alan Arroyo, Dean, School of Education-Regent University and Owen Herring, Director of Educational Leadership-Virginia Beach City public Schools   | No   |

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| 6.     | Regent University Education Doctorate Program and Virginia Beach Public Schools Cohort II  | Licensure Track Administration and Supervision K-12.   | This Doctorate Degree Programs in Staff Development and Adult Education were implemented as hybrid programs, meaning instructional delivery involved both face-to-face class sessions and online course experiences delivered through computer technology, and a summer residency.   | Dr. Alan Arroyo, Dean, School of Education-Regent University and Owen Herring, Director of Educational Leadership-Virginia Beach City public Schools | No   |
| 7.     | Regent University Educational Leadership Program, Educational Specialist Program, and Educational Doctorate Program in K-12 Leadership Internship I and Internship II collaborative agreements with school and school divisions to partner together for field based (internship) experiences | Regent University enters into partnership agreements with school divisions across the state and across the nation to place interns into schools and central offices in order to complete the university requirements for completion of the principal internships course (aligned with VDOE regulations). | The Internship Field Experience should establish a bond between theory and practice (learning experiences and application) while providing opportunities for independent and guided practice, feedback, coaching and reflection. Ultimately the Internship is designed to engage prospective administrators in active learning experiences and to provide participating school mentors and university coaches opportunities for continued professional growth. | Dr. Glenn Koonce, Chair, Educational Leadership Program-Regent University and participating school division human resources and/or school principals | Yes  |